THE INFLUENCE OF TEACHER COMPETENCE ON TEACHER PERFORMANCE IN ISLAMIC ELEMENTARY SCHOOLS IN MANGGALA DISTRICT MAKASSAR CITY

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ABSTRACT

This study aims to examine the influence of (1) pedagogical competence, (2) professional competence, (3) social competence, and (4) personal competence on teacher performance in Islamic elementary schools in the Manggala District, Makassar City. This research employs a correlational design. The population consists of teachers from various Islamic elementary schools in the Manggala District, including SD IT Mawaddah, Makassar Islamic School, SD IT Plus Qurthuba, SD IT Athirah Bukit Baruga, SD Islam Khairu Ummah, SDS Nurul Muttahid, and SD IT Al Banin, with a total of 323 teachers. A sample of 176 teachers was selected using proportional random sampling. Data were collected through questionnaires and analyzed using multiple regression analysis. The findings indicate that (1) pedagogical competence has a positive (b_1 = 0.083) and significant (p = 0.019) effect on teacher performance, (2) professional competence has a positive (b_2 = 0.228) and significant (p = 0.000) effect on teacher performance, (3) social competence has a positive (b_3 = 0.395) and significant (p = 0.000) effect on teacher performance, (4) personal competence has a positive (b_4 = 0.091) and significant (p = 0.000) effect on teacher performance, and (5) overall, teacher competence significantly influences teacher performance in Islamic elementary schools in the Manggala District, Makassar City.

Keywords: Pedagogical Competence; professional competence, social competence; personal competence; teacher performance

1. INTRODUCTION

Law No. 14 of 2005 on Teachers and Lecturers explain that a professional teacher, according to Article 8 of Law No. 14 of 2005, is required to have an academic qualification, competencies, educator certification, be physically and mentally healthy, and possess the ability to realize the goals of national education. Additionally, Article 10, paragraph 1 of Law No. 14 of 2005 regarding teacher competencies states that teachers must have pedagogical competence,

personal competence, social competence, and professional competence, all of which are acquired through professional education.

Law No. 14 of 2005 on Teachers and Lecturers explains that a professional teacher, as stated in Article 8, must meet several requirements: holding an academic qualification, possessing the necessary competencies, obtaining educator certification, maintaining physical and mental well-being, and demonstrating the ability to achieve national education goals. Furthermore, Article 10, paragraph 1, of the same law outlines the essential competencies that teachers must possess, including pedagogical competence, personal competence, social competence, and professional competence.

Pedagogical competence refers to a teacher's ability to manage student learning, which includes understanding students, designing and implementing lessons, evaluating learning outcomes, and helping students actualize their potential (Rina Febriana, 2019). A significant issue in teacher performance is the low results of the Teacher Competency Test (UKG) in South Sulawesi, particularly in Makassar. In 2015, South Sulawesi ranked 18th nationally in the UKG results, with an average score of 52.55 out of 34 provinces in Indonesia.

2. METHODS

The research conducted in this study employs a quantitative approach with a correlational research design. A quantitative approach was chosen because the data collected consists of numerical values and is analyzed using statistical methods (Creswell, J. W., 2014). The correlational research design is used to examine the extent to which the independent variables—teacher competencies, including pedagogical competence, professional competence, social competence, and personal competence—affect the dependent variable, which is teacher performance. Correlational research aims to determine whether there is a relationship between two or more variables and to assess the strength of that relationship (Sugiyono, 2017).

Data collection methods refer to the techniques used by the researcher to obtain and gather data. The data collection methods used in this study are as follows:

1) Questionnaire

A questionnaire is a data collection method in which the researcher provides written questions or statements to respondents, who are then asked to respond according to the given instructions (Eko Putro Widoyoko, 2016). In this study, the researcher uses a closed-ended questionnaire, which consists of question items with predetermined answer options. Respondents are required to select the answer that best reflects their actual situation. The scale used is as follows: strongly agree (SA), agree (A), neutral (N), disagree (D), and strongly disagree (SD). The responses are scored on a numerical scale ranging from 1 (SD or never) to 5 (SA or always).

2) Techniques Data Analysis

In this study, the researcher used the IBM SPSS 25.00 application for Windows to analyze the data. Inferential Data Analysis is intended to test the research hypotheses. Hypothesis

testing uses path analysis. Inferential Data Analysis aims to make generalizations, including estimations and hypothesis testing based on data. Inferential analysis consists of:

a. Prerequisite Tests

1) Normality Test

The normality test is one of the basic assumption tests that must be met in the use of parametric statistics. This assumption is used to determine whether the sample data obtained comes from a normally distributed population. The test used to assess the normality of data with IBM SPSS 25.00 for Windows is the Kolmogorov-Smirnov test. The data tested for normality are teacher competence data and teacher performance data. Population data is considered normally distributed if the significance value (sign) > α with a significance level of α = 0.05, under the following conditions:

If the sign value ≥ 0.05, the distribution is considered normal.

If the sign value ≤ 0.05, the distribution is considered not normal.

2) Linearity Test

The linearity test is conducted to determine whether the relationship between independent and dependent variables is linear.

The decision-making criteria are as follows:

➢ If the sign value for Deviation from Linearity ≥ 0.05, a linear relationship exists between the two variables.

➢ If the sign value for Deviation from Linearity ≤ 0.05, no linear relationship exists between the two variables.

3) Correlation Test

A correlation test is used to examine the relationship between two variables. This analysis uses interval and ratio data that are randomly selected and normally distributed with a linear pattern. There are two types of correlation: positive correlation and negative correlation. Positive correlation means a direct relationship (i.e., as X increases, Y increases), while negative correlation indicates an inverse relationship (i.e., as X increases, Y decreases). The correlation coefficient ranges from 1 to -1, where values closer to 1 or -1 indicate a stronger relationship between the two variables. Conversely, values closer to 0 indicate a weaker relationship. The interpretation of the correlation coefficient is as follows:

4) Multicollinearity Test

Multicollinearity in a regression model can be identified based on the tolerance value and the Variance Inflation Factor (VIF).

Decision criteria using the tolerance value:

➢ If the tolerance value ≥ 0.10 (tolerance > 0.10), the independent variables do not show multicollinearity.

> ➢ If the tolerance value ≤ 0.10 (tolerance < 0.10), the independent variables show multicollinearity.

Decision criteria using the VIF:

> ➢ If the VIF value ≥ 10 (VIF > 10), the independent variables do not show multicollinearity.

> ➢ If the VIF value ≤ 0.10 (VIF < 0.10), the independent variables show multicollinearity.

5) Regression Test

Regression is a statistical tool used to assess the relationship between variables. There are two types of linear regression: simple linear regression and multiple linear regression. Regression analysis is particularly useful for examining correlations, making forecasts, and estimating the dependent variable based on independent variables. In this study, the researcher employs both regression methods to analyze the impact of various competencies on teacher performance. Regression analysis involves examining the dependence of one variable on another, specifically using independent variables to estimate or predict the mean value of the dependent variable.

6) Simple Regression Coefficient

The simple linear regression coefficient is used to determine the effect of each teacher competency as the independent variable (X) on teacher performance (Y), resulting in a simple regression equation.

7) Hypothesis Testing

Hypothesis testing is performed using the t-test in IBM SPSS 25.00 for Windows. The testing criteria are:

> ➢ If sign ≥ α = 0.05, then H_0 is accepted.

> ➢ If sign ≤ α = 0.05, then H_0 is rejected.

3. RESULTS AND DISCUSSION

a. Description of Teacher Competence at Islamic Elementary Schools in Manggala Subdistrict, Makassar City

Teacher competence, according to Law Number 14 of 2005 on Teachers and Lecturers, consists of four components: pedagogical competence, professional competence, social competence, and personal competence. The indicators of teacher competence are as follows:

First, the indicators of pedagogical competence for teachers at Islamic Elementary Schools in Manggala District, Makassar City consist of seven indicators, namely: 1) recognizing the characteristics of students, 2) mastering learning theories and principles of the learning process, 3) being able to develop the curriculum, 4) being able to create educational learning activities, 5) understanding and developing students' potential, 6) having the ability to communicate with

students, 7) conducting assessment and evaluation of learning.Second, the indicators of professional competence for teachers at Islamic Elementary Schools in Manggala District, Makassar City consist of: 1) being able to develop responsibility effectively, 2) being able to carry out roles and functions appropriately, 3) being able to work towards achieving educational goals at the school, 4) being able to perform roles and functions in classroom learning.

Third, the indicators of social competence consist of 4: 1) being inclusive and acting objectively, 2) adapting to the work environment, 3) communicating effectively, 4) being courteous in communication. Fourth, the indicators of personal competence consist of 5: 1) acting in accordance with legal norms, 2) mature personality, 3) wise and discerning personality, 4) noble character and being a role model, 5) a charismatic personality. These indicators were developed and structured in the form of a questionnaire as a research instrument from 176 respondents, leading to the collection of data as the research results. The results of the research on teacher competencies at Islamic Elementary Schools in Manggala District, Makassar City, show that the maximum score was 339 and the minimum score was 257, with an average score of 293.51 and a standard deviation of 16.740, based on a sample of 176 respondents. In Table 4.10, the variance was found to be 280.24, and the range was 82.

Tabel 1. Categorization of Teacher Competency at Islamic Elementary Schools in Manggala District, Makassar City

Category	Interval	Frequency	Percentage
Very Low	X ≤ 269	12	6,82%
Low	269< X≤ 285	44	25%
Moderate	285< X ≤ 302	71	40,34%
High	302<X ≤318	34	19,32%
Very High	318<X	15	8,52%
Total		**176**	**100%**

Source: Teacher Competency Survey Analysis

Based on the data from the distributed questionnaire and the responses obtained for the teacher competency variable, the results are as follows: 12 respondents rated it very low, accounting for 6.82%; 44 respondents rated it low, accounting for 25%; 71 respondents rated it moderate, accounting for 40.34%; 34 respondents rated it high, accounting for 19.32%; and 15 respondents rated it very high, accounting for 8.52%. The average index achievement for each competency indicator in Islamic Elementary Schools in Manggala Subdistrict, Makassar City, is as follows: the average index achievement for pedagogical competency is 89.03; for professional competency, it is 84.08; for social competency, it is 86.97; and for personality competency, it is 84.59. Based on these results, the overall teacher competency in Islamic Elementary Schools in Manggala Subdistrict, Makassar City, is categorized as moderate.

b. Description of Teacher Performance at Islamic Elementary School in Manggala Subdistrict, Makassar City

Law No. 14 of 2005, Chapter IV, Article 20(a) on Teachers and Lecturers states that the performance standards for teachers in carrying out their professional duties require teachers to plan lessons, implement high-quality teaching processes, and assess and evaluate learning outcomes. Therefore, to assess the performance of teachers at Islamic Elementary School in Manggala Subdistrict, Makassar City, the following aspects are considered: First, Planning Lessons:The lesson planning stage consists of five sub-indicators. Second, Implementing Learning Activities. Third, Assessing and Evaluating Learning Outcomes:

These indicators were developed and compiled into a questionnaire as the research instrument, with responses from 176 respondents. The data collected provided the results for the research. The results of the research on the performance of teachers at Islamic Elementary School in Manggala Subdistrict, Makassar City, show that the maximum score is 80 and the minimum score is 60, with an average score of 70.53 and a standard deviation of 4.06, based on a sample size of 176 respondents. The variance obtained is 16.51, and the range is 20.

Tabel 2. Categorization of Teacher Performance at Islamic Elementary Schools
in Manggala Subdistrict, Makassar City

Category	Interval	Frequency	Percentage
Very Low	$X \leq 70$	0	0%
Low	$70 < X \leq 73$	5	2,84%
Moderate	$73 < X \leq 76$	58	30,68%
High	$76 < X \leq 79$	102	57,95%
Very High	$X \geq 79$	11	6,25%
Total		**176**	**100%**

Source of Data: Analysis of Teacher Performance Questionnaire Results

Based on the results of the survey data, it was found that no respondents rated the performance as very low, with a percentage of 0%. There were 5 respondents who rated it low, with a percentage of 2.84%. There were 58 respondents who rated the performance as average, with a percentage of 30.68%. There were 102 respondents who rated the performance as high, with a percentage of 57.95%. There were 11 respondents who rated the performance as very high, with a percentage of 6.25%.

Thus, the research findings show that the teacher performance at Islamic Elementary Schools in Manggala District, Makassar City , falls under the high category.

c. The Influence of Pedagogical Competence (X_1), Professional Competence (X_2), Social Competence (X_3), and Personality Competence (X_4) Simultaneously on Teacher Performance (Y) at Islamic Elementary Schools in Manggala Subdistrict, Makassar City

Prior to conducting the regression analysis, prerequisite tests were performed as follows:

a. Normality Test

If the significance value (sign) is greater than the significance level α = 0.05, the data is said to be normally distributed.

Conversely, if the significance value (sign) is less than α = 0.05, the data is considered not to be normally distributed. The conclusions of the normality test results can be seen in the table below. The results of the normality test for the variables in this study are as follows:

Tabel 3. The Normality test result

Variable	Significance (Sign)	Interpretation
X1 – Y (Pedagogical Competence – Teacher Performance)	0.070	Normal
X2 – Y (Professional Competence – Teacher Performance)	0.079	Normal
X3 – Y (Social Competence – Teacher Performance)	0.061	Normal
X4 – Y (Personality Competence – Teacher Performance)	0.081	Normal

Since all significance values (p-values) are greater than the alpha level of 0.05, the data for each variable are normally distributed, meeting the assumption for further statistical analysis. The results of the normality test for the variables related to teacher performance at Islamic Elementary Schools in Manggala District, Makassar City .

b. Linearity Test

Results of the Linearity Test for Pedagogical Competence (X1), Professional Competence (X2), Social Competence (X3), and Personality Competence (X4) on Teacher Performance (Y) at Islamic Elementary Schools in Manggala District, Makassar City .

Tabel 4. The Linearity result

Variable	Significance	Description
X1 – Y	0.611	Linear
X2 – Y	0.615	Linear
X3 – Y	0.415	Linear
X4 – Y	0,328	Linear

c. Multicollinearity Test

The multicollinearity test is conducted to determine whether there is a significant correlation between the independent variables. A good regression model should not have

correlations among the independent variables. To identify whether multicollinearity is present, one can examine the Variance Inflation Factor (VIF) and tolerance values. If the VIF is less than 10 and the tolerance is greater than 0.1, it indicates that multicollinearity is not occurring.

Tabel 5. The Multicollinearity Test Result

Model	Tolerance	VIF
1. Pedagogical Competence	0.962	1.039
2. Professional Competence	0.753	1.327
3. Social Competence	0.760	1.316
4. Personality Competence	0.960	1.042

d. Multiple Linear Regression

Multiple linear regression is a type of regression that involves more than one independent variable. Multiple regression analysis is conducted to determine the direction and the extent of the influence of the independent variables on the dependent variable.

Table 6. Coefficients Table

Model	B	T	Sign	Description
Constant	21,611	5,151	0,000	Significant Impact
Competence Pedagogic (X1)	0,083	2,371	0,019	Significant
Competence Professional (X2)	0,228	5,463	0,000	Significant
Competence Social (X3)	0,395	6,647	0,000	Significant
Competence Personality (X4)	0,091	2,211	0,028	Significant

Teacher Performance at Islamic Elementary Schools in Manggala District, Makassar City . To examine the influence of the variables of pedagogical competence, professional competence, social competence, and personality competence together on teacher performance at Islamic Elementary Schools in Manggala District, Makassar City , the following table is provided:

Table 7. Table ANOVA

Model	F	Sign
Regression	162.740	0.000

a. Dependent Variable: Teacher Performance
b. Predictors: (Constant) Pedagogical Competence, Professional Competence, Social Competence, and Personality Competence.

Based on the table above, the analysis results presented in the ANOVA table show that the value of F = 162.740 is greater than the table value of F = 3.05, and the p-value/significance = 0.000 is less than 0.05. Determine the extent of the influence of the variables of pedagogical competence, professional competence, social competence, and personality competence simultaneously on teacher performance at Islamic Elementary Schools in Manggala District, Makassar City , the following table is provided:

Table 8. Table Model Summary

Model	R	R Square	Adjusted R Square	Description
1	0.890	0.792	0.787	78% Influence

Predictors: (Constant) Pedagogical Competence, Professional Competence, Social Competence, and Personality Competence.

Based on the table and SPSS output, the significance of the correlation coefficients is obtained from the Model Summary table. The first row shows a correlation coefficient (R) of 0.890, while the coefficient of determination is represented by the Adjusted R Square value of 0.787, which means that 78.7% of the variability in teacher performance (Y) can be explained by the variables of pedagogical competence (X1), professional competence (X2), social competence (X3), and personality competence (X4). Therefore, it can be concluded that the variables of pedagogical competence, professional competence, social competence, and personality competence together (simultaneously) contribute 78.7% to teacher performance. This means that the competence variables contribute 78.7% to teacher performance at Islamic Elementary Schools in Manggala District, Makassar City , while the remaining 21.3% is influenced by other variables (factors) not included in this study.

4. CONCLUSION

Based on the results of the study on the influence of pedagogical competence, professional competence, social competence, and personality competence on teacher performance at SD Islam in Manggala Subdistrict, Makassar City, the following conclusions can be drawn:

a) Pedagogical Competence has a significant impact on the teachers' performance, showing that a strong foundation in teaching strategies, planning, and the ability to engage students plays a key role in enhancing teacher effectiveness.

b) Professional Competence also contributes positively to teacher performance, highlighting the importance of subject matter expertise and continuous professional development in improving teaching quality.

c) Social Competence is another crucial factor, with the ability to interact and communicate effectively with students, colleagues, and parents having a direct influence on the success of teaching outcomes.

d) Personality Competence, including the teacher's attitude, motivation, and professionalism, shows a significant contribution to overall performance, as teachers with strong personal traits can better manage classroom dynamics and foster positive relationships with students.

e) The combined effect of these four competencies accounts for 78.7% of the variability in teacher performance at SD Islam in Manggala Subdistrict. This indicates that these competencies collectively play a major role in shaping the performance of teachers in this school district.

The remaining 21.3% of the variability in teacher performance is influenced by other factors not covered in this study, suggesting the importance of considering additional aspects in future research to fully understand the dynamics of teacher performance.

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